ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 11/2/65	DATE RECEIVED

A. PUBLICATION DATA

1. ED NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED002667	N.A.	N.A.	

4. AUTHOR(S): N.A.

5. TITLE OF DOCUMENT ABSTRACTED: Migrant Children Summer School Pilot Program

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. State Office of Public Instruction
ST. Olympia, Washington
CITY, STATE
TELE. EXT
INST/LOC CODE

9. PUBLISHER OR SOURCE
State Office of Public Instruction
Olympia, Washington

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	10/62	22

MICROFILM COPY AVAILABLE YES ☒ NO ☐

COPYRIGHT GRANTED YES ☐ NO ☒

COPYRIGHT RELEASE FILED YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (6-12)

migrant children	summer school		recruiting	
agricultural workers	pilot program		student teachers	
Spanish-speaking	instructional	techniques		
	attendance records			

17. ABSTRACT (MAX. 250 WORDS)

The summer school pilot program for children of migratory workers attempted to develop instructional techniques related to the specific learning difficulties of migrant children, to help migrant children overcome educational deficiencies, and to determine the feasibility of providing summer school opportunities for migrant children. The cost, financed by the state and the local school district, was approximately $1,160 for 32 students for a six-week period. Transportation was included.

Success was credited to an enthusiastic and understanding teacher who visited with the families, small classes and a highly individualized schedule, high school students used as assistant teachers, interesting instructional materials, a variety of activities, and provision of transportation.

Improved attitudes to learning and to school were apparent in pupils and in parents. It was concluded that migratory workers will take advantage of summer schools and children will attend regularly. However, a planned information program that utilizes the native tongue is necessary.

It was recommended that the program be continued, that additional summer pilot programs be established, that approximately $10,000 be budgeted for summer schools during 1963-65, that school districts explore the possibility of establishing laboratory experiences for student teachers in the summer school programs, and that more detailed enrollment and attendance records be acquired to understand the nature and extent of the educational needs of migrant children in Washington schools.

Photographic illustrations and a bibliography accompany the report.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

RESEARCH IMPROVES EDUCATION

1962

Migrant Children

SUMMER SCHOOL
Pilot Program

LOUIS BRUNO
SUPERINTENDENT OF PUBLIC INSTRUCTION
OLYMPIA

JC6

MIGRANT CHILDREN'S SUMMER SCHOOL

LOUIS BRUNO
State Superintendent of Public Instruction
Olympia, Washington

old Capitol Bldg.

Research Project No. 08-02

ED002667

A report of a Pilot Program for educating children of migrant agricultural workers in the Grandview School District (Yakima County). This project was made possible by research funds appropriated by the 1961 Washington State Legislature to the Office of Superintendent of Public Instruction.

Prepared under the staff supervision of
the State Office of Public Instruction

Ray E. Jongeward, Director of Research
John L. Fea, Coordinator of Special Research Projects
Dike Willoughby, Consultant, Migrant Study
Dorothee Brown, Editorial and Publications Specialist

October 1962

RESEARCH ADVISORY COMMITTEE

Dr. Stayner Brighton
Wash. Education Association
Seattle, Washington

Dr. John Broussard
American Federation of Teachers
Everett, Washington

Mrs. Willis Camp
Legislative Interim Comm. on Educ.
Seattle, Washington

Mr. Percy J. Cox
Wash. State Jr. High Principals' Assn.
Puyallup, Washington

Mr. A. J. Dieter
Dept. of Classroom Teachers
Longview, Washington

Mrs. Myrtle B. Ferrell
Wash. State School Directors' Assn.
Everett, Washington

Mr. Wilbur B. Gilbert
School District
Oak Harbor, Washington

Mr. Keith Haskins
Wash. Elem. Principals' Assn.
Wenatchee, Washington

Dr. Alice Hayden
University of Washington
Seattle, Washington

Mrs. Berne Jacobsen
Legis. Interim Comm. on Education
Seattle, Washington

Dr. Eldon Jacobsen
Central Wash. State College
Ellensburg, Washington

Mr. Harold Jeffery
School District
Seattle, Washington

Dr. Quentin Kintner
Legis. Interim Comm. on Education
Port Angeles, Washington

Dr. Richard C. Langton
Wash. State School Supts' Assn.
Cheney, Washington

Mr. G. Ira Loree
Wash. State County Supts' Assn.
Mount Vernon, Washington

Mrs. Charles Mage
Wash. State Congress of PTA
Vancouver, Washington

Dr. Gordon McCloskey
Washington State University
Pullman, Washington

Mr. Charles A. McGlade
School Information and Research Service
Seattle, Washington

Mr. Fred C. Osmers
Wash. State Research Council
Tacoma, Washington

Mrs. Rosella Roff
Delta Kappa Gamma Society
Seattle, Washington

Mr. Toney Shelton
Wash. Assn. of School Bus. Officials
Tacoma, Washington

Mrs. Arthur Skelton
Wash. State Expenditures Council
Seattle, Washington

Dr. Robert B. Smawley
Eastern Washington State College
Cheney, Washington

Dr. John Snedeker
Western Washington State College
Bellingham, Washington

Mr. James Spalding
State Board of Education
Bickleton, Washington

Dr. James M. Starr
Wash. Association of Junior Colleges
Wenatchee, Washington

Mr. William Whitesel
Wash. State High School Principals' Assn.
Tacoma, Washington

TABLE OF CONTENTS

Page

INTRODUCTION

THE PROBLEM..... 1

DESCRIPTION OF THE SUMMER SCHOOL PILOT PROGRAM..... 4
- Definition..... 4
- Children eligible to attend..... 4
- Length of school day and term..... 4
- Class size..... 5
- Nature of instruction..... 5
- Staff..... 6
- Transportation..... 7
- Financing..... 7

SUMMARY..... 8

CONCLUSIONS..... 10

RECOMMENDATIONS..... 12

SUGGESTED GUIDELINES..... 13

SOURCES OF INFORMATION FOR REPORT..... 15

INTRODUCTION

When migrant agricultural workers move into our state their children are required to attend school within the district in which they reside. They become, so to speak, our problem. We are concerned with their educational progress and the underlying factors of this problem.

The plight of the migrant child has been the concern of many people and many groups of educational, political, social, and economic nature. This shared interest of many fine individuals, the professional staff of the Grandview School District and this office culminated in this 1962 Grandview Summer School Pilot Program for Education of Migrant Children.

Many valuable insights into the considerations necessary for establishing effective policies, procedures and practices for migrant education are contained in this report. It is my belief that the experience of the Grandview School District justifies and endorses the feasibility and necessity of providing special education programs to fit the needs of migrant children.

LOUIS BRUNO
State Superintendent of Public Instruction
Olympia

State of Washington
SUPERINTENDENT OF PUBLIC INSTRUCTION
Olympia

THE 1962 GRANDVIEW SUMMER SCHOOL PILOT PROGRAM: EDUCATION OF MIGRANT CHILDREN

The Problem

Educating the children of migrant agricultural workers is a problem which is national in scope. The United States Senate Committee on Labor and Public Welfare reported in 1959 that every state but seven employed more than 1,000 migrants. In this same report, three major routes of migration and their important subsidiaries were charted.

Some 20,000 to 27,000 migrant agricultural workers come to Washington each year to help with the harvest of various farm crops. Principally they come from Texas to Washington, a major migratory route, and in the case of the Canadian Indian, from Canada to Washington. Most of these migrant workers are Spanish speaking people. Their work is essential to the economy of the State and they may be in the State from early March to late October.

Typical of the migrant agricultural worker is a lack of basic education, a lack of knowledge of modern community living, a low per capita income, and a lack of training and skills needed to obtain employment in other industries. The mechanization of agriculture is causing jobs to become increasingly limited. Research data indicate that 16 per cent of the adults have had no formal education. About one-fourth of the adults have had some high school work. This low educational attainment and prevailing low socio-economic status of the adult migrant agricultural workers perpetuate the problems they face and influence their attitude toward the education of their children.

Although many of the parents desire educational opportunities for their

children, this desire sometimes is lessened by the lack of financial means, of ability to communicate with local school authorities, of being accepted as a part of the community, or an awareness of the futility of trying to achieve any "great promise in education" because of their mobility.

Children of migrant agricultural workers as a group, are shown by studies made in may parts of the country to be from two to five years behind their age groups in education. This does not generally indicate an absence of native ability but rather reflects the problem of a lack of sufficient formal education. Contributors to this lack are seen to be sporadic attendance, enrollment in several schools each year causing adjustment problems, late entrance in the fall and early drop out in the spring, a lack of attention to physical needs, language problems, the necessity of helping to provide the family income, and in some areas a lack of transportation to and from school.

In a 1960-61 survey conducted by the School Information and Research Service, 309 County-City Building, Seattle, it was found that at least 28 school districts in the State of Washington have the problem of educating migrant children. More than 2,100 children, it was determined, attended elementary and secondary school classes for varying periods of time during the school year.

The problem with migrant children is one of developing their educational level to more nearly match their ability and age group. This appears to be both possible and feasible. This was considered when the State Office of Public Instruction organized and promoted the 1962 Grandview Summer School Pilot Program for the Education of Migrant Children.

Specific purposes were (1) to develop instructional techniques related to the specific learning difficulties of migrant children, (2) to help migrant children overcome their educational deficiencies, and (3) to determine the feasibility of providing summer school opportunities for migrant children.

The Grandview District has found that some of the children who formerly were in the migrant status have established permanent residence in the district. Commenting on several aspects of the problem pertinent to the migrant agricultural workers and their children in the Grandview School District, Clarence McClure, Grandview Superintendent of Schools, states:

> Most of these people are only in the area for a couple of weeks...some of the Spanish people are permanent residents, and some are here for just a few months (two to five months). The number of permanent Spanish residents is becoming greater each year as they become a little more permanently established. A few of the students were born in Mexico. However, the greatest proportion have been born in this country. Most of the parents of the children were also born in the United States. However, many of the parents are not fluent in the use of the English language, as they generally speak Spanish in their homes.
>
> They (the children) come generally from quite large families. We find the younger children much less mature than the white children we have in the district. However, the Spanish children mature faster physically and are ahead of the white children as they reach the junior high age.
>
> Several years ago, we had a great deal of difficulty in getting the children of these migrant workers in to our schools. When the principals would go to the camps to check, the children would hide out and the parents would have many excuses for their children not being in school. As the years have gone by, this situation has changed. Today, most of these parents want their children in school. The parents come to school and visit the teachers. We have a substantial portion of them who will be out on Open House nights and other special occasions. This has taken a lot of selling to these people. Today, they are beginning to see the value of education for their children. In their background in the past they could see very little need for an education, as they did mostly stoop labor in the fields. Today, however, many of their children are getting good jobs in the industries and businesses in our community.
>
> ...Even though many of them (the children) are in our district permanently, they have missed considerable school somewhere along the line. When a child is in one community for a few weeks and then moves to another for a short time, it is easy to see that he has a difficult problem keeping his school work in order. We have one Spanish-American boy in our senior class this year who has attended twenty-five schools during his complete school career and is determined to graduate from high school. Many of these children, from the time they leave our schools the first part of October, are not in school at all until they return to our school district between the middle of February and the middle of April. In talking to the teachers involved, I would say these children are six months to three years deficient in their work. Their general level of achievement is good when they have a chance to stay in school. They are serious about their work and want to learn.

Description of the Summer School Pilot Program

Definition. The 1962 Grandview Summer School Pilot Program for the Education of Migrant Children was sponsored cooperatively by the Office of the State Superintendent of Public Instruction and the Grandview Public Schools of Yakima County, District No. JT. 116-200, to provide basic educational opportunities for the children of migrant agricultural workers.

Children eligible to attend. All migrant children of school age were eligible to attend the summer school. This included those children formerly of migrant status but currently permanent residents of the Grandview Public School District who, because of their educational deficiencies, could benefit from basic educational opportunities adapted to their individual needs and capabilities.

Creating an awareness of the program among the parents of migrant children and among the potential students, along with stimulating an interest and desire to attend, were seen as activities of major importance to ensure the success of the program. In the words of the Superintendent of the Grandview Public Schools:

> The first procedure to make the program a success...is to promote the school and get the children to attend.
>
> We realized that...a great number of contacts would have to be made and that the program itself would have to be the best to keep the interest of these children during the hot summer. We got out information in both English and Spanish. We placed it in grocery stores, drug stores, doctors' offices and in the hands of many of the large growers in this area. We solicited the support of these growers, which they gave. The information was placed in the newspapers and over the Spanish radio programs in our area. Our elementary school principals and I went out and visited many of the growers and people in these migrant camps. Also, we obtained the help of a couple of well-educated Spanish people who are working and living in our community. They were happy to help us.... We talked to many of the children in school before the end of the year and stressed the need for more education for them during the summer.
>
> On June 11, summer school started with approximately 17 students. The program developed, and at the final day's session, there were 25 in attendance, with a total enrollment of 32.

Length of school day and term. The summer school for migrant children was open for instruction two hours per day, five days a week, for six weeks. The hours of instruction were 8:30 to 10:30 a.m. and the dates of opening and closing were June 11 and July 20, 1962, respectively.

Class size. No minimum and no maximum enrollments for classes were established prior to the opening of the summer school. The number of migrant children who would attend and their level of academic achievement are major determinants of class size, and neither were known nor could be predicted in advance of the opening day.

The children who enrolled ranged in age from five to thirteen years and in grade level from kindergarten through the seventh grade. Nine children were placed in the kindergarten class and the others were grouped according to their level of achievement with individual instruction and assignments adapted to their needs. Commenting on grouping, Superintendent McClure said:

> Even though several of the children were in the same grade, each had to be treated as an individual because he had missed different parts of his schooling. I would say that an ungraded room would probably be the best definition of the way the students were handled. These migrant children seemed to get along better in school when they were not competing with children who had not missed school and who were so far ahead of them.

The teacher in charge of the summer school for the migrant children termed the grouping of the children as the biggest problem during the first week. She found that the children worked better when they were together as a family unit.

Nature of instruction. Instruction was provided in reading, word analysis, and mathematics. Reading readiness activities were emphasized in the kindergarten classes. All instruction was designed to aid in developing the children's feeling of belonging, their feeling of security and satisfaction in the school environment, and to promote and sustain a high level of interest.

Other related activities of learning were incorporated into the program and contained high motivation and interest levels. In describing the instructional program, the consultant from the State Department of Education said:

> The children are being taught reading, word analysis, and mathematics as basic subjects. In addition, there is evidence of art, science, and related topics being introduced and taught....I witnessed two demonstrations. They were performed by two older boys. One of these was replacing oxygen by water and the other the function of pulleys to lift weight with greater ease.

The considerations involved in planning the program of instruction were numerous and probably best described by the Superintendent of the Grandview Public Schools in a statement made prior to the opening of the summer school:

> In order to make the best evaluation of the program we are planning on a record card for each child. In addition to the child's age, parent's name, etc., which usually are on this type of card, we hope to make a record of the schools the children have attended and the amount of school they have missed in the various states where they were. Also, a record of any language problem and a record of any handicaps the children might have. In case of any handicaps, we hope to work with the State Handicapped Program...and get what assistance might be needed to help the children.
>
> In order to promote and make the program as interesting as possible, we may add some recreation such as swimming lessons, and get the assistance of the City Parks and Recreation Department.

The reading levels of the children differed widely and to meet this problem, the Science Research Associates' reading laboratory materials were used. They are designed to accommodate individual differences and allow the child to progress at his own rate with little help from the teacher. This gave the teacher more opportunity to work with the children on an individual basis.

Staff. One certificated teacher, a specialist in remedial instruction, was employed and assumed the responsibility of director of the summer school program with guidance and assistance from the local administration. In addition, two non-certificated teaching assistants were provided. The Office of the State Superintendent of Public Instruction supplied the services of a qualified consultant.

The teacher was seen to be a prime determinant of a successful program by the Superintendent of the Grandview Public Schools, who reported:

> The teachers must be well prepared in primary work, as most of the migrant children need make-up work in the primary grades. This is a real challenge to the best teacher. We must remember these children do not have to go to school. Many of them will not have much encouragement from home. Leadership will be necessary if real good is to come of it.
>
> I would say it takes a great deal more preparation for a teacher for this type of a program than one in the ordinary classroom. There is so much individual instruction necessary and different work has to be prepared for each child. During this six weeks, the instructor averaged at least six hours a day teaching and preparing. The program would not have been successful without this preparation.

The consultant from the State Department of Education noted two actions by the staff that contributed to the successful outcome of the summer school for migrant children: (1) each child's home was visited by the teacher and her assistants, and (2) the superintendent was enthusiastic about the program and communicated this enthusiasm to those working with it.

Transportation. The children attending the summer school were transported to and from the school each day by means of a regular school bus. The superintendent found this to be necessary for a successful program -- "as most of their mothers and fathers were working in the fields."

Financing. The 1962 Grandview Summer School Pilot Program for the Education of Migrant Children was aided financially by a $600.00 research grant from the Office of the State Superintendent of Public Instruction. Additional funds were supplied by the Grandview School District. Below is a breakdown of the costs for providing this educational service to the 32 pupils. It should be noted that no costs are shown accruing to the district for travel by the summer school teacher and assistants to the homes of the migrant children. In determining costs, this item should be taken into account and reconciled with district policy.

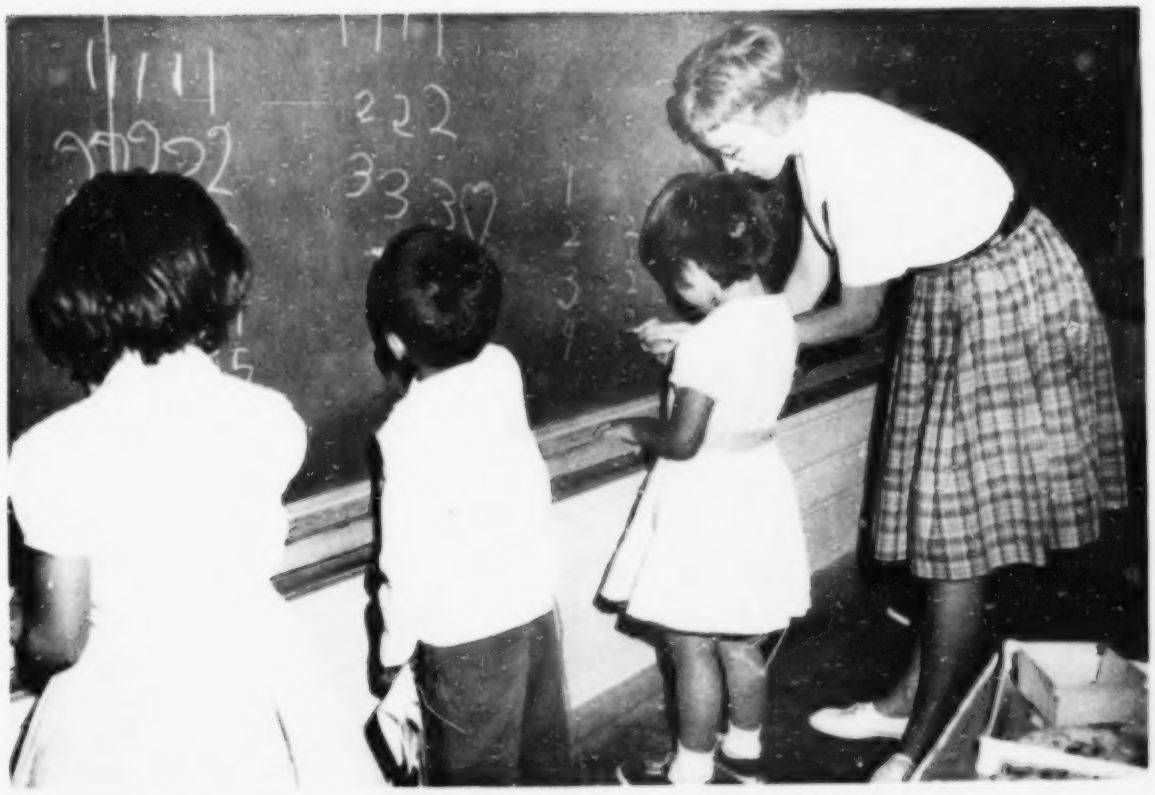
Salaries of Personnel		
Teacher	$ 250.00	
Teaching assistants (2)	153.13	
Clerical	44.73	
Janitor	62.93	
Bus driver	180.00	
		690.79
Equipment and supplies		
Teaching supplies and equipment		83.29
Transportation		
School bus to and from school		385.70
Total		$ 1,159.78

Mrs. Clarence McClure, a specialist in remedial instruction, served as teacher for the pilot summer program. The class ranged from kindergarten through the seventh grade. Some of the children spoke only Spanish, but there always seemed to be a bright-eyed classmate nearby who could act as interpreter.

Reading, writing and arithmetic were the basic subjects but there also was time for projects in art and science.

Because of moving from one community or state to another, many migrant children are not in school between October and mid-spring. One Grandview high school senior had attended 25 different schools.

The reading levels of the children varied widely, and so to meet this problem, reading laboratory materials were used. They are designed to allow the pupil to progress at his own rate without much need of help from the teacher, thereby giving the teacher an opportunity to work with <u>all</u> the children on an individual basis.



Two teacher aides, Grandview high school seniors who plan to become teachers, helped with some of the students while the regular instructors worked with another group. Marilyn Leach guides Nancy, 6, with her arithmetic while Rosemarie, 7, and Domingo, 6, practice their new skill.

Carolyn Maika explains a new vocabulary to Isabel, 9, and Jesse, 11, who are concentrating on this summer session to help them catch up with the children their own age who have been in school the whole term. -Photos by Dorothee Brown, State Department of Education

Summary

The three basic purposes of the Grandview summer school pilot program for children of migratory workers were

(1) to develop instructional techniques related to the specific learning difficulties of migrant children

(2) to help migrant children overcome their educational deficiencies

(3) to determine the feasibility of providing summer school opportunities for migrant children.

Based on the judgments of those who participated and those who observed this program it was rated a success.

The Grandview School District was able to organize a summer school plan that attracted and held the interest of 32 students for a six-week period. Early in the session the pupils were somewhat reluctant to participate. This was overcome when they were assured that the school was sincerely interested in them and their educational problems. To the observer it was apparent that the active enthusiasm of the teacher and her assistants carried over to the students. Attendance was excellent throughout the summer session which indicated high student interest and parent concern. The use of high school students as teacher assistants provided the teacher greater opportunity to help individual pupils. (These high school students also plan to become teachers). Bus transportation was also an important factor in the pupils' enrollment and their regular attendance.

In the initial planning stages of the summer session it was considered desirable to administer standardized achievement tests to all the students for diagnostic purposes. The teacher decided against their use when she saw the

very wide range of achievement and abilities represented in the group and the apparent fear these pupils had of testing. Instead, informal diagnostic procedures were used to understand the level of achievement and the nature of the academic difficulty of each student. Further study is needed to discover whether or not standardized tests are appropriate for and would contribute to diagnosing the academic difficulties of migrant children.

This summer school experience emphasized the need for the use of instructional materials of an easy reading high-interest type that would be appealing to pupils who are 9, 10 and 11 years of age. The multi-level reading materials used were new to these children and added much interest and motivation to their study.

From the beginning of instruction it was apparent that if teaching was to be effective, a highly individualized schedule was necessary for each student. The student assistants enabled the teacher more time to carry out this difficult teaching assignment. The remedial nature of the pupils required that the instructional program be limited to small groups and/or individuals. Because of the individualized nature of instruction the teacher found that she needed approximately two hours of preparation for each hour of instruction. The teacher also noted that the two-hour daily schedule was too short and should be extended to 3 hours per day. This would allow for greater concentration on individual pupil problems and the greater use of varied teaching activities.

Bus transportation to and from school contributed to the willingness of children to attend and to their regular attendance. It is an expensive part of the program.

The Grandview pilot program did provide a worthwhile education program to 32 children of migratory workers during the summer of 1962 at a total cost of $1,160. This amounts to $1.20 per day per pupil or 60 cents per instructional

hour per pupil. This compares favorably with a summer school tuition charge of $35 per pupil for 30 days (1 hr. 40 min. per day) of remedial reading instruction in one first class school district in Washington.

If more students were served the cost could be reduced since bus transportation, clerical and janitorial services would remain relatively the same. The increased cost would become added teaching staff.

Conclusions

The general conclusion of the Grandview pilot summer program was that it proved to be very successful.

From the experiences gained the following specific conclusions seem appropriate and may well serve as guidelines for future programs:

(1) Selection of an understanding teacher who is familiar with and sympathetic to the migratory problem in the community is essential. It is ideal if she is a skilled primary and/or remedial teacher.

(2) Classes must be kept small so that a highly individualized schedule may be planned for each pupil.

(3) The use of high school students as assistants enabled the teacher to provide a more individualized program of instruction. It also provided a unique experience for students who were planning to become teachers.

(4) Instructional materials need to be of a high interest - easy reading type. These should cover a range of several grade levels. New and different materials adds to pupil interest and motivation.

(5) The teacher needs to employ a variety of activities to keep interest and motivation of these students at a high level. Plentiful and available library resources increases the quality of the program and eases the planning and preparation task of the teacher.

(6) Though objective test evidence is lacking, it is the opinion of the teacher that students in this summer session did make substantial academic progress. Improved attitudes to learning and to school were also apparent.

(7) Providing bus transportation to and from school each day definitely contributed to the success of the school. It increased the students' opportunity to take advantage of the program and the regularity of their daily attendance. It is expensive.

(8) It may be finally concluded that if a summer school program is offered to the children of migratory workers that they will take advantage of the opportunity and will attend. A carefully planned information program is necessary that takes advantage of every available communications media and that also utilizes the native tongue of the adult migrant worker.

Recommendations

On the basis of the successful summer pilot school program in Grandview for children of migratory workers it is recommended that

(1) the program be continued in Grandview in 1963;

(2) additional summer pilot programs be established in other districts in the state where a migratory problem exists;

(3) approximately $10,000 be budgeted for this purpose during the 1963-65 biennium;

(4) school districts explore with Teacher Training Institutions the possibility of establishing laboratory experiences for student teachers in these summer school programs; and

(5) more detailed enrollment and attendance records may be needed to understand the exact nature and extent of the educational needs of migrant children in Washington schools.

Suggested Guidelines for Establishing Summer Schools for Migrant Children

From the experiences and results of the 1962 Grandview Summer School Pilot Program for the Education of Migrant Children, standards established by other states based on pilot programs or permanent summer school operations, and the recommendations from educational, governmental, and citizen groups studying the migratory problem, the following guidelines are suggested for summer schools for migrant children.

Definition.

Migrant children are those children in the custody of migrant agricultural workers. This does not exclude those children of recent permanent residence, who because of their former mobility have fallen behind the expected minimum level of educational achievement.

Children eligible to attend.

All migrant children of school age are eligible to attend. This includes those children formerly of migrant status as defined above. Elementary school age children are most likely to attend since they are not old enough to work in the fields.

Length of school day and term.

The school day and term should be two-three hours per day, five days a week, for six weeks.

Class size.

Classes must be kept small since the instruction required is often of a remedial nature. A maximum of individual attention must be planned if the program is to be successful.

Instruction.

The program of instruction should include learning activities in the basic subjects of reading, arithmetic, and the language arts. Teaching must be based on individual diagnosis. A wide variety of learning activities will need to be planned in order to stimulate and motivate all pupils.

Materials and equipment.

Curricular materials will have greater appeal if they are different from those routinely used during the school term. Reading materials should be available that feature primary grade vocabulary and centered on areas of interest appealing to upper grade pupils.

Pupil records and reports.

School records will be incomplete on the majority of pupils due to their mobility. Informal tests and procedures will need to be used to acquire diagnostic information. At the conclusion of the summer session a report of progress should be given each pupil with a copy filed in the cumulative record folder.

Staff.

One certificated and highly-skilled remedial and/or primary teacher should be employed for every 15 to 25 pupils enrolled. The addition of one teaching assistant for every 15 pupils enrolled enables the teacher more time for individual help. The use of student teachers should be considered.

Transportation.

If possible, transportation for migrant children to attend summer classes should be provided. Though it is costly, it will increase the number who will enroll and the consistency with which they attend.

Financing.

Care should be exercised in the planning stage to ensure that adequate funds are available for salaries, equipment, supplies, travel for teaching staff if home visits are planned, and for bus transportation. A complete record of all costs should be kept.

Sources of Information for Report*

Colorado State Department of Education. The Colorado Program for the Education of Migrant Children. Denver 1961.

Grandview School District No. JT 116-200. Education for Those Who Migrate. A report of the 1962 Pilot Summer School for Migrant Children prepared by Grandview School District Superintendent C. McClure, Grandview, 1962.

Ohio State Department of Education. Meeting the Educational Needs of the School Age Children of Migrant Farm Workers in Ohio. January 1958.

_____. Standards for Classes for Children of Ohio's Migrant Farm Workers. Revised 1962.

SIRS(School Information and Research Service). "Agricultural Migrant Pupils." Seattle, January 4, 1961.

United States Department of Health, Education and Welfare. The Education of Migrant Children. Prepared by George E. Haney, Office of Education, Washington, D. C., 1962.

United States Senate. The Migratory Farm Labor Problem in the United States. A report to the Committee on Labor and Public Welfare, Washington, D. C., 1961.

Washington State Legislative Council. Problems of Migrant Labor. A preliminary report prepared by Forrest Walls, Research Associate, Olympia, May 1961.

Washington State Office of the Superintendent of Public Instruction. (Reports and correspondence relating to the 1962 Grandview Summer Pilot Program for the Education of Migrant Children).

Washington State School Directors Association. "Migrant Summer Program is Success," Newsletter. Washington State School Directors Association, Olympia, September 1962, vol. 14, no. 6, p. 3.

*In addition to the above sources of printed materials, valuable information was gathered for this report through the interview and observation methods.